

# AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC

VOL. XV.

ST. LOUIS, JAN., 1882

No. 1.

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UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XV.

ST. LOUIS, JAN., 1882.

No. 1.

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ST. LOUIS, DEC., 1881.

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writes essays on "Boards," ought to  
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teachers more competent, doing more  
work and better work too, than ever  
before. This small fraction of time,  
three years or less, in which the chil-  
dren have a chance to attend school,  
must be used to the best possible ad-  
vantage.

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ing houses of the country place upon  
our constituency.

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well as one of the wisest editors we  
have had connected with the press in  
the last twenty-five years, gave it as  
his opinion that every paper issued  
was read on an average by eight per-  
sons before it was destroyed.  
On this basis we have reached  
nearly two hundred thousand readers  
during the past year.

The pressing duty of the hour for  
the teacher is by all lawful means to  
raise education in the estimation of  
the public; and when men begin to  
place something like a proper value  
on education, they will also estimate  
more properly the profession whose  
peculiar province it is to impart such  
education.

As the teacher is to be a model for  
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profession.

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and enlist the favor and enthusiasm  
of all? We hope so.

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and advertising were larger than for  
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ing houses in their line in all depart-  
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and teachers form the most enterpris-  
ing, wide-awake class of people in  
every community.

They take, and read and circulate  
this journal very largely.

We have great interests to build  
up—hosts of friends to help and serve  
—no enemies to punish—and a press-  
ing demand for more light on all the  
questions entering into the enlarge-  
ment and perfecting of our systems  
of education in this country.

We do not see why this should not  
be the most successful year in our  
history.

Education demands now the atten-  
tion of the wisest and best men not  
only in our local and State govern-  
ments, but in the Congress of the  
United States.

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the largest proportions. Let us bring  
to its discussion the ripest counsel,  
the highest wisdom, the most subdued  
temper, and the broadest statesman-  
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never begged any one to subscribe  
for the paper. We give to all who  
take it the worth of their money  
many times over, and yet we make  
money in publishing it.

The testimony is that it helps to  
build up the educational interests of  
this and other States, and so brings  
back to its patrons more than it costs  
all the time; thus there is a material  
interest existing and growing broad-  
er and deeper from year to year.

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County Superintendent of Madison  
county, Illinois, was not only unani-  
mously re-elected to the position, but  
was also made one of the Vice Pres-  
idents of the State Teachers' Associ-  
ation, at the annual meeting held last  
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the standard of qualification among  
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that by 12, you begin to get an idea  
of what the Century Co. propose for  
the young people in 1882.

Every teacher and friend of educa-  
tion should subscribe for this journal.

## WEIGHTS AND BALANCES.

BY ANNA C. BRACKETT.

IT is a trite remark that society as a whole needs both the radical and the conservative elements. If we were all radicals, all old things would be torn up by the roots, the records of the past swept away, its lessons disregarded, and the world would wear itself out.

If we were all conservatives, new inventions would be denied a chance to prove their utility, all new ideas scouted as heretical, and the world would rust out.

But as things are, the conservatives are shaken out of their crystallization by the vibrations of the radicals, and the latter restrained and held back in their rapid motion by the weight of the conservatives.

Take off the pendulum and the eight-day clock must be re-named. Take out the coiled up spring of the watch, and it would become useless. We must look at the wholes of things, not at their severed parts, if we would understand or succeed in handling them.

In our educational work, just as soon as we have given up the governess and tutor system, and placed our pupils together in a school made up of classes, we can no longer consider individuals simply as individuals. If that was what we wanted, we should have kept the children at home under tutors and governesses. But, not having done that, we have to deal with a complicated machine which must be looked at as a whole, and as an organic whole.

For now every individual in the class will influence and modify every other, and the material with which the teacher has to deal is the whole class, as a whole. I do not mean that it is not possible for the teacher to consider the individuals of the class as individuals, but I do mean that he has also to consider them in another way, and that in fact each one of them as a member of a class is somewhat modified as an individual by the general temper of the whole class.

The work assigned cannot be what the quickest mind could easily perform, nor on the other hand can it be ever cut short to suit the capacity of the dullest, but it must be suited to the capacity of the average of the class, and thus perhaps to the mental ability of a pupil who does not exist at all.

If the teacher cannot easily feel the average of the class, he ought not to undertake its management, but confine himself to individual instruction.

It is the same with the discipline of the class as with the lessons, and

the skillful teacher will play one portion of his class against the other, spurring on the indolent by the ambitious, and holding back the too rapid and thoughtless by the slow and considerate.

But the point which I wished particularly to speak of was this: One often hears a teacher say, "If I had only thirty boys like John (naming the quickest) how fast we could go on! How delightful it would be!"

In his ardor, he would like to eliminate from the class all the dull and even the average pupils, and have his class formed only of a level of high excellence.

But the dull and slow in a class are just as important as the quick and rapid. For if the teacher had his wish fulfilled and his class composed of "best scholars," the same thing would happen as comes to the mouse shut up in a jar of oxygen. The life would burn too rapidly, and both for teacher and pupil would be too intense for health.

The dull ones cannot be spared, in a correct view of the case. They are necessary to hold back the too rapid, and to prevent the class as a whole from going beyond their strength, and state of mental development. They must be looked on not as a necessary evil of the class system, but as a valuable necessity.

The measure of capacity of a class of children is not what the teacher can impart, but what the class can with profit assimilate, and Jean Ingelow is right when she says:

"Children take long to grow."

We are wrong when we are teaching any one pupil in a class. We are right only when we are distinctly and conscientiously feeling the class as a class, and working for that as a whole.

## THE SECRET OF SUCCESS.

THIS may be true—at all events, we want to put it where we can dodge behind it now and then. We find it in "Topics of the Times," in *The Century* for January:

"When a great journalist, now dead, was asked the secret of success in his profession, he said: 'Industry and ugliness.' There are other professions besides that of the journalist, in which ugliness is a valuable quality. Public teachers generally need a fair allowance of it.

We once heard an old Kentuckian describe a fashionable preacher:

"He's a beautiful speaker, but a horse thief could sit under his preaching without being disturbed."

Inestimable as is good nature, it is a dangerous quality in men who are the appointed guardians of other men's morals or money. Unruffled

good temper is not the best recommendation one can give in all cases; it is not the highest virtue of a watch-dog, for instance.

## PROMPT PAYMENT.

Editors American Journal of Education:

IF not too much trouble, will you please give us data as to the provision of the Illinois school law by which the teachers of that State are paid each month?

We have waited patiently for months and years for wages earned in teaching school, both in Texas and Mississippi, and if there can be any legitimate method adopted for the more prompt payment of wages, we desire that it may be brought before the teachers and members of the Legislature.

The JOURNAL has mentioned this matter several times, but I am not able to find the provision of the law, so as to present it definitely to our friends in Texas. Truly, yours,

F.

FORT WORTH, TEXAS, Dec. 30, 1881.

We cheerfully comply with the request of our correspondent at Fort Worth, and hope the teachers of Texas, Mississippi, Tennessee, Louisiana and other States, will bring these provisions of the Illinois law to the attention of the Committee on Education in each of these States, at once. It is

SECTION FIFTY-THREE, commencing on page 32 of the Illinois school law:

"SECTION 53. Teachers shall keep correct daily registers of their schools, which shall exhibit the name, age and attendance of each pupil, the day of the week, the month and the year. Said registers shall be as nearly as may be in the following form, &c."

Then follows the form of the Register.

"Said registers shall be furnished to the teachers by the school directors, and each teacher shall, at the end of his term of school, return his register to the clerk of the school board of the district. Teachers shall make schedules of the names of all pupils under 21 years of age attending their schools, in the form prescribed by this act; and when pupils reside in two or more districts, townships or counties, separate schedules shall be kept for each district, township or county. The schedule to be made and returned by the teacher shall be, as near as circumstances will permit, in the following form, viz: "

Then follows the form of the schedule, &c., securing the most full and complete return of number in attendance, age, scholarship, &c.; just such facts as every State and County Superintendent should have, and just such a report as should be sent to

Gen. Eaton, the United States Commissioner of Education in Washington.

Then comes the following specific provision of the law for the monthly payment of the wages earned:

## TEACHERS' WAGES.

"Teachers' wages are hereby declared due and payable monthly; and upon certifying to the schedule as aforesaid, the directors may at once make out and deliver to the teacher an order upon the township treasurer for the amount named in the schedule; which order shall state the rate at which the teacher is paid according to his contract, the limits of the time for which the order pays, and that the directors have duly certified a schedule covering this time. But it shall not be lawful for the directors to draw an order until they have duly certified to the schedule; nor shall it be lawful for the directors after the date for filing schedules, as fixed by law, to certify any schedule not delivered to them before that date by the teacher, when such schedule is for time taught before the first of July preceding, nor to give an order in payment of the teacher's wages for the time covered by such delinquent schedule. If any order drawn for the payment of a teacher is presented to the township treasurer for payment, and is not paid for want of funds, the treasurer shall make a written statement, over his signature, by an endorsement upon such order, with date, showing such presentation and non-payment, and shall make and keep a record of such endorsement. Such order shall thereafter draw interest at the rate of eight per cent per annum, until paid, or until the treasurer shall, in writing, notify the clerk of the board of directors that he has funds to pay such order, and of said notice the treasurer shall make and keep a record; and after giving such notice he shall hold the funds necessary to pay such order until it is presented for payment, and such orders shall draw no interest after the giving of said notice to said clerk of the board."

## SECTION FIFTY-FOUR.

"SECTION 54. Schedules made and certified as aforesaid, and covering all time taught during the school year ending June 30, shall, on or before the 7th day of July, annually, be delivered by the directors to the township treasurer; and the directors shall be personally liable to the district for any loss sustained by it through their failure to examine and deliver to the township treasurer all schedules within the time fixed by law. The school month shall be the same as the calendar month; but teachers shall not be required to teach on Saturdays, leg-



holidays—these being New Year's, Fourth of July, and Christmas—and thanksgiving and fast days appointed by the National or State authority; nor shall they be required to make up the time lost by closing school upon such days or upon such special holidays as may be granted the schools by the board of directors."

**GEMS OF THE BEAUTIFUL**, so to speak, will be found scattered pretty thick, especially through the advertising pages of this issue of the JOURNAL.

Our constituency is such an one as people who have things to sell like to reach. The school officers, the patrons of good schools, the teachers; these are the people who build up, who believe in progress, who not only want the best things, the new things, but who by their ability and industry and capacity, are able to buy and to pay for the best.

We are not only proud of such a constituency, but of the fact that it is growing faster now than ever before.

#### HOW IS IT?

**PROF. D. W. SETSER**, in a well-written article in the *Arkansas Sentinel*, asks:

How is it with us here in Arkansas? Are we as a people doing all we can to educate the masses?

Are our

#### SCHOOL DIRECTORS

doing what they can to induce the electors in our school districts to vote a five mill tax? This is the "bone and sinew" of our free school system.

Have we as good school buildings as we should have, considering our population and boasted wealth? Ask the teachers of the State, and mark their reply.

There is no district, county, or Nation that can successfully educate without proper

#### SCHOOL BUILDINGS,

and no people can be free who are not educated.

The school house has a language of its own. It is the inarticulate speech of a people. It discriminates civilization from barbarism, breathes of culture and refinement, and is a silent, yet powerful protest against ignorance and crime.

It has been the lot of the writer to spend part of four winters as a teacher in school buildings that were not by any means what they should have been, and our hearts have been made to bleed as we have looked upon the little "jewels"

#### SITTING IN DISCOMFORT,

drinking in disease with the air they breathe. What intelligent father or mother wishes to force that little boy or girl off to school where it is com-

pelled to sit five or six hours in each day in an open house, upon such seats as are in most of our country school houses, especially after the approach of frost and snow?

The vast multitude of men in our nation to-day are uneducated, and they have a voice in electing our rulers, and this is more especially the case in the Sunny South.

Talk about a free people! We cannot be free and illiterate at the same time. We must educate or we must perish, and we cannot educate successfully without better school buildings."

#### HOW TO STUDY SCIENCE.

**I**N science one ought never to try to prove anything. It is never our business to prove a thing to be true, but always to find out what is the truth about it.

Now here let us note a most important difference between the investigator and the teacher.

It is the part of the teacher to demonstrate what has already been shown to be true. It is his duty to make clear to others the results of previous investigations. It is clear that this occupation has a tendency to produce a habit of thinking diametrically opposite to that which is developed by research, and this habit of mind among teachers, using the word in its widest signification, has been a large factor in what we sometimes hear described as the "Conflict between Religion and Science."

Against it there is only one safeguard—a thorough training in research as a preparation for the work of a teacher.

Only after such a training is a man likely to fully appreciate that fact which is so plain and yet so hard for the mere pedagogue to accept, that truth cannot be inconsistent with itself, that no truth can clash with any other truth; and that, in the words of the great Apostle of Research, "the inquiry of truth, which is the love-making or wooing of it; the knowledge of truth, which is the presence of it; and the belief of truth, which is the enjoying of it—is the sovereign good of human nature."

To teach well requires more than a mere knowledge of the branches as such, however extended this knowledge may be. That knowledge must be vitalized and exalted by spiritual force and native intelligence, before it becomes efficient as an educational agent.

The truth in regard to the office of a teacher is that which Bacon has set forth in its application to the larger work of life—"studies perfect nature and are perfected by experi-

ence; for natural abilities are like natural plants, that need pruning by study."

#### BETTER SCHOOL-HOUSES.

**RUSKIN** says: "The first and most important kind of public buildings which we are always sure to want, are schools; and I would ask you to consider very carefully whether we may not wisely introduce some great changes in the way of school decoration. Hitherto, so far as I know, it has either been so difficult to give all the education we wanted to our lads, that we have been obliged to do it, if at all, with

#### CHEAP FURNITURE

and bare walls; or else we have considered that cheap furniture and bare walls are a proper part of the means of education, and supposed that children learned best when they sat on hard forms, and nothing but blank plaster about and above them, where on to employ their spare attention.

But there certainly comes a period in the life of a well-educated youth in which one of the principal elements of his education is, or ought to be, to give him refinement of habits; and not only to teach him the strong exercise of which his frame is capable, but also to increase his bodily sensibility and refinement and show him such small matters as the way of handling things properly, and treating them considerably. Not only so but I believe the notion of

#### FIXING THE ATTENTION

by keeping the room empty, is a mistaken one. I think it is just in the emptiest room that the mind wanders most, for it gets restless, like a bird, for the want of a perch, and casts about for any possible means for getting out and away. And even if it be fixed, by an effort, on the business in hand that business becomes itself repulsive, more than it need be, by the vileness of its association; and many a study appears dull or painful to a boy when it is pursued on a blotted deal desk, under a wall with naught on it but scratchings and pegs, which would have been pursued pleasantly enough in a curtained corner of his father's library, or at the lattice-window of his cottage. Nay, my own belief is, that

#### THE BEST STUDY

of all is the most beautiful; and that a quiet glade of forest, or the nook of a lake shore, is worth all the school-rooms in Christendom, when once you are past the multiplication table.

But be that as it may, there is no question at all but that a time ought to come in the life of a well-trained youth, when he can sit at a writing table without wanting to throw the

inkstand at his neighbor; and when also he will feel more capable of certain efforts of mind with beautiful and refined forms about him than with ugly ones."

**ORGANIZING FOR WORK.**—Prof. W. T. Hamner, School Commissioner of Dade county, Mo., gives this valuable testimony: "We are now reaping the benefit of our Normal School held last Summer. Our teachers are doing better work, and giving better satisfaction than at any previous time. We have organized and sustain a teachers' association, which meets monthly, from township to township. Last year the teachers devoted one-fourth of their Saturdays to this work; this year we will do better. We feel sure that before Spring every township will be thoroughly organized, and doing a good work. We are also sustaining an educational column in our county paper. The teachers of this county realize that it is to their interest to have the people educated, and intend to do all they can to this end.

It pays to read educational papers."

Teachers should carefully study the question as to what position they can put the children that will best enable them to receive the instruction they aim to impart.

One county superintendent has inaugurated a plan by which each of the 4,000 pupils in the schools of the county is to contribute \$1 toward securing a library. Think of a good library of about 4,000 volumes going into one of the counties of Southwest Missouri, or Arkansas, or Texas, and think of adding every year \$4,000 worth of books to such a library!

**THERE** are no buildings in Jefferson county large enough to hold the evening audiences which gather to hear the excellent music and the lectures delivered at the teachers' institutes held under the auspices of Prof. Jennings, the county commissioner.

This argues well for the new and increased interest felt in the matter of better schools, and longer school terms, and more prompt and better pay for the teachers of that county.

This might be the state of things in every county in this State, if proper steps were taken to secure such a result.

To secure health through education, it is requisite that a more systematic and scientific study of the psychology of the subject should be undertaken, and that class studies should be divided in regard to the mental aptitudes of the pupils.



## HIS STORY.

WE should advise the very careful reading of the installment of the story in the January number of *The Century*, entitled "Through One Administration," by Mrs. Burnett.

She takes you in behind the scenes, and draws to the life the career and end of most of those unfortunates who seek and obtain the position of a GOVERNMENT CLERK in Washington.

"Something has gone wrong. What is it, Larry?"

"Nothing has gone wrong," Arbuthnot answered, with a short, cheerless laugh. "I have seen a ghost, that is all."

"A ghost!" said Bertha, in a low voice, and then sat silent, guarding her face from the fire with her favorite peacock-feather screen.

"A ghost is always an interesting scientific conundrum. What form did it take?"

Arbuthnot laughed his short, cheerless laugh again.

"It took the form of a sanguine young man from

## THE WEST,"

he said, "who has just come into a twelve-hundred-dollar clerkship, and feels that unending vistas of fortune lie before him. He was in such good spirits about it that I rather lost my hold on myself, and said things I might as well have left unsaid."

"What did you say?" Richard asked.

"I told him that if he had money enough left to buy a return ticket home he had better buy one, and that if he had not I would lend it to him. I told him that at his age it wasn't a bad idea for a man to devote his time

## TO ESTABLISHING HIMSELF

in some career he could depend on, and that, in default of having the energy to do that, he might reflect on the alternative of blowing his brains out, as a preparation for a peaceful old age. And I told him that I had seen young fellows like himself before, and that the end had been for them what it would be for him."

"Well?" said Richard, as he had stopped.

"It wasn't any use," he answered. "I knew it would not be, when I began. I simply made a spectacle of myself in a quiet way to no purpose, and, as a result, I am uncomfortable. It was all nonsense, but he reminded me——"

"Of what?" said Richard, since he had paused again.

A peculiar expression crossed his face. Tredennis saw him glance at the peacock-feather screen, and as quickly glance away.

"Of—a young fellow of his age I—used to know," he answered.

"What was his story?" inquired Richard, with his usual desire for information. "Where is he now?"

"Dead," said Arbuthnot, and, singularly enough, he half laughed again as he tossed his cigar into the grate and went to the piano. \* \* \*

He produced a fresh cigar—which luxury was one of many accorded him in the household—lighted it, and rather to Tredennis's surprise, resumed his conversation as if there had been no pause in it.

"The fellow will be an annoyance to me every day of his life," he said, faint lines showing themselves upon his forehead in spite of the half-smile which was meant to deprive them of their significance. "I know that, confound him! He is in my room, and I shall have the benefit of every change in him, and it will be a grind—there's no denying that it will be a grind."

"I should like to know," said Tredennis, "what the changes will be."

"The changes will depend upon the kind of fellow he chances to be," said Arbuthnot. "There are

## TWO VARIETIES.

If there is a good deal in him, he will begin by being hopeful and working hard. He will think that he may make himself of value in his position and create a sort of career for himself. He will do more than is required of him, and neglect nothing. He will keep his eyes open and make friends of the men about him. He will do that for a few months, and then, suddenly, and for no fault whatever, one of these friends will be dropped out. Knowing the man to be as faithful as himself, it will be a shock to him, and he will get anxious and worry over it. He will see him stranded without resources—struggling to regain his place or get another, treated with amiable tolerance when he is not buffeted, snubbed and

## PUT OFF.

He will see him hanging about, day after day, growing shabbier, more careworn, more desperate, until he disappears and is heard of no more, and everybody is rather relieved than not. He may have been a family man, with a wife and half a dozen children, all living decently on his salary.

Somebody else wanted his place, and got it, not because of superior fitness for it, but because the opposing influence was stronger than his. The new man will go through the same experience when

## HIS TURN COMES

—that is all. Well, my friend will see this and be anxious, and ask questions, and find out that his chances are just the same—no more and no less. He will try not to believe

it, being young enough to be betrayed into the folly, and he will work harder than ever, and get over his blow a little, until he sees the same thing happen again and again.

Then he will begin to lose some of his good spirits; he will be a trifle irritable at times, and lines will show themselves on his face, and he won't be so young. When he writes to the girl he is in love with,—I saw a letter addressed to some

## YOUNG WOMAN OUT WEST

lying on his desk to-day,—she will notice a change in him, and the change will reveal itself more in each letter; but he will hang on and grind away, and each election will be a nightmare to him. But he will grind away. And, then, at last——"

He stopped and made a light, rather graceful gesture with his fingers. "What then?" demanded Tredennis, with manifest impatience.

"There will be a new administration, and if he struggles through, it will be worse for him than if he were dropped, as in that case he throws away another four years of his life and all the chances for a future they might hold if he were free to avail himself of them."

Tredennis stood up, looking very large under the influence of the feeling which disturbed him. Arbuthnot himself was not entirely unimpressed by his quick movement and the energy it expressed.

"You treat the matter coolly," he exclaimed, as he rose.

Arbuthnot turned his attention to his cigar.

"Yes," he replied. "I treat it coolly. If I treated it warmly or hotly, the effect produced would be about the same. My influence upon

## CIVIL SERVICE

is just what it might be expected to be; and no more. Its weight is easily carried."

"I beg your pardon," said Tredennis, feeling the justice and adroitness of the speech.

"Not at all," Arbuthnot answered. "It is not necessary. It makes you lose your hold on yourself to be brought face to face with the thing. It is quite natural. It has had the same effect on me, and I am a cold-blooded fellow, and a frivolous fellow into the bargain."

"I have never thought of the matter before," said Tredennis, disturbedly. "I feel as if my indifference is something to be ashamed of."

"If you give your attention as a duty to such subjects," was Arbuthnot's response, "you will be kept actively employed. If you take my advice, you will let them alone."

"The trouble is," said Tredennis, "that every one seems to let them alone."

Richard regarded him, from his place on the sofa-cushions delightedly.

"Here's an example for you, Larry," he said. "Profit by him. Everything is an object to him; everything is worth while. He is an example to us all. Let us all profit by him."

"Oh, he began right," laughed Arbuthnot.

"He began where you began," returned Richard.

"I?" was the airy answer—"I never began at all. That is my little difficulty. I am the other one. I told you there was another one. I represent him."

Tredennis regarded him steadily. For the first time in the course of their acquaintance, he began to suspect him. His manner was too light altogether, and the odd shade which had fallen upon his eyes before during the evening showed itself again.

"Let us hear about

## THE OTHER ONE,"

he said.

"He is easily disposed of," was the answer. "There was nothing of him at the outset. He came to his place without an object. He liked the idea of living in Washington, and of spending his salary. We will say he was rather a well-looking young fellow, and could dance and sing a little, and talk decently well. He had no responsibilities, and never thought of the future. His salary clothed him, and allowed him little luxuries and ordinary pleasures. He spent it when he had it, and made debts when it was gone. Being presentable, he was invited out, and made himself useful and entertaining in a small way.

When he thought of the possibilities of his career being brought suddenly to a close, he was uncomfortable, so he preferred not to think of it. It is not a pleasant thing to reflect that a man has about ten years in which

## TO BEGIN LIFE,

and that after that he is ending it; but it is true. What he does from twenty to thirty he will be likely to find he must abide by from thirty to seventy, if he lives that long. This man, like the better one, has thrown away the years in which he might have been preparing himself to end decently. When they are gone he has nothing to show for them, and less than nothing. He is the feather upon the current, and when all is over for him, he is whirled out of sight and forgotten with the rest. And perhaps, if he had felt there was anything to be gained by his being steady, respectable fellow, he might have settled down into one."

SEND ten cents if you want to see sample copies of this journal.



## LETTER FROM WASHINGTON.

Editors American Journal of Education:

A GOOD deal of attention has recently been directed to teaching language by what is called the "natural method," as practiced by a number of experienced teachers in New York and New England.

This method, which is known under the various names of Henness, Sauveur, and Stern, who have been its principal expositors and advocates in this country, essays to impart a knowledge of a foreign language by substantially the same process by which a child acquires its mother tongue.

It commences by the use of such simple words as are common to English and the language to be acquired, or such as may be readily fixed in the memory by means of pictorial illustration, or the oral assistance of a teacher.

These few words once acquired, there is no further recourse to English, the whole work of teaching being performed by both teacher and pupil, entirely in the language to be learned. Necessarily the work, to effectively impart a speaking knowledge of a language is largely oral, but the results as shown in the language school at Amherst, Mass., in the Summer of 1880, have been most astonishing.

By confining the pupil during his lesson hour strictly to the use of his newly-acquired language, at all stages of his progress, he not only gets perfectly familiar with his stock of words so as to have them always at command, but he gets that which is of greater value, the power of thinking in his new language; a power which grows concurrently with his acquisition of words.

Grammatical rules receive comparatively little attention. Errors of speech are corrected as by a wise and careful mother in teaching her child, but the study of grammar proper is relegated to its proper place, after the free use of the language is acquired, instead of as in the old methods employed in teaching ancient and modern languages, making the acquisition of grammatical rules the beginning and foundation of a knowledge of the language itself.

I can think of nothing more delightful for a person, who, without being able to command the services of a teacher, desires to acquire some reading knowledge of German or French, than to get from Henry Holt & Co. of New York, one of the works of the authors I have named, Prof. Henness' *Leitfaden*, Dr. Sauveur's *Causeries avec mes Elèves*, or the first series of Prof. Stern's *Studien und Plaudereien*.

I hazard nothing in saying that with one of these books, and without other assistance of any kind, any intelligent person can, in a short time acquire the ability to read French or German: with a limited vocabulary to be sure, but nevertheless he will find himself in the possession of a new and valuable power and with new ideas regarding the acquisition of languages, which will enable him to go on by himself to a higher degree of perfection.

I prefer Stern's book for some reasons, one of which is that there is a second series for more advanced pupils.

The system has received the highest commendation from men like President Porter of Yale, and Seely of Amherst, and from eminent professors of language in both colleges; and the Schools of Language in Boston and New York have achieved marked success.

When I think of the time spent by thousands of men in laboriously memorizing the paradigms, Latin and Greek words, and the rules of syntax year after year, and the slight superficial knowledge of these languages thereby acquired, never once in a hundred times amounting to a pleasurable accomplishment, I congratulate the youth of to-day on the dawning of a new era in language teaching, which by direct and natural methods, and strictly philosophical processes, will do for them pleasantly and quickly what years of toilsome study failed to do for their fathers.

The field of study enlarges yearly. There are more things that intelligent people must know, and the man who strikes out a new path to the acquisition of any branch of study, that will save time and labor, is a benefactor of the first order, to his race.

L. W. S.

WASHINGTON, D. C., Dec. 20, 1881.

## COUNTY SUPERINTENDENTS.

WE failed to get the proceedings of the several Associations held in Missouri during the holidays, in time for this issue.

We print on another page an important extract from the address of welcome delivered by Gov. Cullom of Illinois.

He says the teachers "have power if they will use it, to form public opinion, and secure such legislation as may be needed."

Illinois is moving steadily and grandly forward.

The County Superintendent's Section of the State Association assembled in the Senate chamber. Hon. J. P. Slade, State Superintendent, presided, and Mrs. Mary L. Carpenter acted as Secretary.

George C. Loomis of Whiteside county, read a paper on "Teachers' Institutes." His idea, well presented, was

## THAT TEACHERS' INSTITUTES

should be something more than mere "forcing schools." The subject was further discussed by Hon. John T. Ray of Ogle county. He held that in every profession there should be special and technical training. In brief, Mr. Ray's idea is that teachers should either advance or get off the track; should either run or get out of the way and let those run who can.

## EDUCATIONAL COLUMNS

in country newspapers was the next subject considered, being opened by Geo. W. Smith of Clay county.

The subject of "County Normal Schools" was presented in able and interesting papers read by Albert G. Lane of Cook county, and Robert Brand of Jo Daviess county.

The subject of "Graduation in County Schools" was also ably discussed in papers presented by S. A. Armstrong of Ford county, and John B. Abbott of Marion county.

T. J. Lee of Coles county, offered a resolution to the effect that the Legislature be requested to pass a law providing that no certificates be issued to persons under legal age.

"What can County Superintendents do to Improve the Taste for Good Literature?" was discussed by J. F. Arnold of Jasper county; G. W. Grubb, Macoupin county, and W. H. Crow of Pike county.

"To what Extent is it Advisable or Legal for County Superintendents to issue Certificates without Examination?" Papers were read on the subject by Charles E. Munn of Kane county, and Gilbert A. Burgess of Piatt county.

## THE NEXT SESSION

opened with a large attendance. The roll by counties being called, the following superintendents responded: Mrs. P. A. Taylor, Alexander; Geo. C. Maten, Carroll; Geo. R. Shawhan, Champaign; Geo. W. Smith, Clay; T. J. Lee, Cole; Geo. J. Talbott, De Kalb; S. A. Armstrong, Ford; N. J. Roberts, Green; J. F. Arnold, Jasper; Robert Brand, Jo Daviess; O. E. Mann, Kane; C. C. Duffy, Kendall; Miss Mary A. West, Knox; J. H. Preston, Lee; M. Tombaugh, Livingston; J. A. Miller, McLean; G. N. Grubb, Macoupin; John Trainer, Macon; Charles S. Edwards, Jr., Marshall; C. M. Sevier, Morgan; Miss Mary L. Reed, Piatt; John T. Ray, Ogle; S. B. Hood, Randolph; James B. McQuilkin, St. Clair; Geo. C. Loomis, Whiteside; Mrs. M. L. Carpenter, Winnebago.]



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## TENNESSEE American Journal of Education.

### IMPORTANT.

TO the school officers and teachers of Tennessee we are glad to present the following

ENDORSEMENTS  
of this journal:

OFFICE STATE SUPT. OF PUBLIC SCHOOLS,  
NASHVILLE, TENN., July, 1890.

I can cheerfully commend the *American Journal of Education* to the patronage of Tennessee teachers, superintendents and tax-payers, not only because of its general ability, spirit and usefulness, but because it gives more attention and space to notices of our own schools and of educational movements in our own State than any other journal. The Tennessee (special) editor understands our wants and does not neglect them. LEON TROUSDALE,  
State Supt.

### ARKANSAS.

PROF. J. L. DENTON, Superintendent of Public Instruction in Arkansas, said at the Normal Institute held at Little Rock, that "there is no estimating the value of these professional gatherings. They concentrate the light of many minds on educational questions, furnish solutions of many difficult problems that meet the teacher at every turn of experience, and illuminate the whole hemisphere of the teacher's work. They overcome the narrowing and shallowing influence of isolation. No teacher is self-sufficient.

All minds should be energized and fertilized by the living thoughts of other minds.

Teachers should have an intelligent appreciation of the dignity and importance of their mission. The vital relation of the teacher's work to civilization should be kept constantly in the foreground.

We know what we mean by civilization, but we cannot pick it to pieces and tell how much each separate factor has contributed to the grand result. We know, however, that the teacher stood by the cradle of civilization, and that from that time to the present hour, his watchful care has not been withdrawn.

Teachers should have lofty ideals. They should ascend some mount of observation occasionally to gain breadth of view, and keep faith and courage up to concert pitch.

The saddest of all sights is a teacher of low ideals, with a narrow horizon, the four walls of the school-room bounding his empire—chained to a lifeless routine of mechanical duties,

for which no higher reason can be given than a little meat and bread.

One of the obvious and urgent demands of the hour is a general diffusion of educational information.

Teachers, school officers and people should know what the world is doing to overthrow the empire of ignorance and vice, and brighten the dark places of the earth with intelligence, virtue and prosperity.

No cause is so good and great as to take care of itself. Education cannot be left to its own momentum. Loyal, courageous and enthusiastic hearts must throb behind it, and the most potent agencies must be employed in its furtherance.

Inquiries in regard to plans for school houses are more numerous than ever before. The idea is gradually pushing itself out in all directions, that a school-house should be constructed with a view to the work that is to be done in it. An unshapely pile of wood or brick, with every element of comfort and taste left out, is a dangerous make-shift—a monument of folly."

Is not this a good definition, by J. Stuart Mill?

"Education includes whatever we do for ourselves, and whatever is done for us by others for the express purpose of bringing us nearer to the perfection of our nature; in its largest acceptation it comprehends even the indirect effects produced on character and on the human faculties by things of which the direct purposes are different; by laws, by forms of government, by the industrial arts, by modes of social life; nay, even by physical facts not dependent on human will; by climate, soil, and local position."

### How to Insure Prosperity.

THE Arkansas *True Democrat* says—"We need a broad, comprehensive education, that expands every force and brings into active use every latent power. We can alone secure this in the public schools—the moulding rooms of the masses.

The classics may be good, the fine arts pleasing, but the salvation of our institutions and industries, and our welfare and prosperity, depends upon the training and culture in the common school houses all over our land.

Let this our best interest be nourished until heads and hands are trained up to do the whole work of this beloved South-land.

Do we fully realize that the history of our own beloved South; all that is grand and noble in our record; all that is powerful and majestic in our forces; all that is beautiful and good in our morals, must be stamped upon

the enduring tablets of our youth by our system of education.

Not only should we educate the masses as a means of promoting good government, as cultivated sovereigns are superior to ignorant ones, but in our own defense, the defense of our institutions and the promotion of our own welfare.

Our growing industries can only be sustained and made to flourish by educated heads and hands."

### TEXAS.

GOV. O. M. ROBERTS writes to Prof. J. Baldwin, President of the Sam Houston Normal School, a valuable and important letter on what constitutes

#### A GOOD PRACTICAL EDUCATION.

Gov. Roberts says: "After being in college four years, and graduating with a good standing in a large class that turned out a good many men who became distinguished, to-day I know and feel that I am not the scholar I should have been if my education had been differently directed. I am not alone in this—it is general. Teachers, lawyers, doctors, engineers, preachers, and business men of all classes, who have had more than a common school education, exhibit these defects continually in writing, reading, speaking, and in all their practical business. It all comes from

#### A MISTAKEN IDEA

of what a good, practical education is, and ought to be; and, strange to say, this misconception is inculcated and made popular by the practice and precepts of our teachers and men of general learning more than by all other means. By holding out that the excellence of scholarship is to be attained by a devotion to the higher branches of learning, a contempt is engendered in the school room for the lower and elementary branches, which are, and must be sooner or later, the true foundation of any useful education. This whole theory

#### SHOULD BE REVERSED,

and the educator who is bold enough to do it will lay the foundation of a higher and better order and style of practical education than has ever yet prevailed on this continent, with perhaps exceptional cases here and there that have as yet made no general impression upon the common modes of education in our schools. It is

#### A NEW FIELD OF EFFORT,

in the Southern States at least, and if I were a teacher, I would rather have the reputation of having originated it, and spread it over, and fastened it permanently as a system upon the great State of Texas, than to be president of any college or university in America.

This can be done in the normal

schools and normal institutes, and nowhere else. The persons trained in these schools must go out all over the State and teach children mostly under fourteen years of age. Although others older may come to school, the leading object is to train the young. To be thoroughly educated in the

#### ELEMENTARY BRANCHES,

even the lowest of them, so as to properly teach children in them, is to be the object attained by the bounty of the State in maintaining normal schools and normal institutes. The greatest pride should be taken in the greatest proficiency in the accurate knowledge of, and highest skill in teaching the elementary branches.

That should be the great object of emulation, and success in it entitled to the highest honors. And mark my prediction, the gentleman or lady who wins that honor will not stop there, but will become ultimately the best scholar in higher branches, by self-education, if necessary.

A foundation will be laid upon which a grand superstructure can and will be safely erected. Such a start gives pleasure in the acquisition, and confidence in higher aspirations and efforts.

### ILLINOIS.

GOV. CULLOM has a plain, practical, straight forward way of saying things which need to be said, that is wholesome and refreshing. In his address of welcome to the representatives of the 20,000 teachers of the State at Springfield, on the occasion of the annual meeting of the State Association, he said:

"If you are in earnest and brave, you ought to be able

#### TO HUNT OUT

all these children of school age and not in school, and gather them in or report the difficulty in the way. There are some persons of school age who have valid reasons for being out of school, but there are thousands who ought to be brought in. You perhaps may find that you cannot get them in as the law now is. Then exert yourselves to secure an amendment to the law. You have power if you will use it to

#### FORM PUBLIC OPINION

and secure such legislation as may be needed. You are not only our children's teachers, but you are naturally entitled to be heard upon the feasibility of a measure in the interest of your cause. I believe in what is called compulsory education. We in Illinois are behind the most advanced States on this question. Only 60 per cent of the enrolled school population are in average daily attendance. This is a bad showing in view of the fact that in this State we can happily



claim that cases are very rare and infrequent where it is necessary that children of school age should toil for bread.

This makes it all the easier to enforce attendance, and the large percentage of absentees is all the less excusable. What should be done to remedy the evil? for in my judgment it is a serious one. We should have

#### COMPULSORY LAWS

to prevent, so far as possible, truancy and absenteeism. When the schools are supported by taxation the State has the right, and it is its duty, to enforce the attendance of its children.

There is a vast amount of illiteracy in this nation. The statistics show that there are not less than 15,000,000 persons of school age in the United States, and that of that number about 9,250,000 are enrolled in the schools, with an average daily attendance of but little over 5,000,000. I am unable to state the number of illiterate persons in the country, but we know that there are hundreds of thousands who cannot read or write, counting the freedmen of the South. The obligation rests upon us all as citizens to encourage and assist in the work of bringing up the

#### STANDARD OF EDUCATION

all over the land. In the South they need to be encouraged and aided, and I hope to see the National Government taking hold to help as far as the constitution will permit."

#### VIRGINIA.

HON. WM. H. RUFFNER, State Superintendent of Public Instruction of Virginia, states the case as follows:

"To stint the public school interest in any of its departments, of supervision, normal education, teachers' salaries, school apparatus, or subjects of instruction, is the veriest of madness. To do this is to dry up the very fountains of hope, and to leave the future of society to the very blackness of darkness. If society will not listen and help itself, it will be driven to see that what is wanted for its salvation is right knowledge among the people; and that this can come only through the public schools, and by means of teachers of the highest order, selected and trained with the utmost liberality, and crowned with universal love and honor.

The superior mission of the church and of the family is not forgotten when we say that the sort of education of which we now speak can be given in the common schools and nowhere else! This is the only instrumentality which can be made to include all the people, and which can

be depended on to give the sort of instruction specially required for the public safety. And if it be done properly, it will be effective. The masses will become survivors of every right principle; the grand army of law and order; the embodiment of justice, and peace and patriotism; the grandest monument ever thrown around the homes, the property and the government of any country.

How can an ignorant, uninstructed multitude know what ought to be done in those bewildering crises when hunger and passion, and bold example tempt them to wild extremes?

And how can they ever know unless they are taught? and where can this teaching be given except in the schools? and how can the proper teaching be given there as long as the schools are so narrow in their teachings, are stunted for the means of a bare subsistence, and threatened with uncultured, untrained teachers."

Teach your pupils that truth and honesty are to be esteemed above everything; that a lie is a cowardly thing, told only by him who dares not face the reality.

#### NEBRASKA.

PROF. J. A. SMITH, the County Supt of Saunders county writes that "there are at present 89 teachers at work in this county. The grades of their certificates are as follows:

State certificate one, normal diploma one, first grade county certificates five, second grade 63, third grade 19.

Two weeks ago teachers were quite scarce, but since then several have closed their Fall schools and taken Winter ones, thus supplying the demand.

In 1877 there were 4,130 school children in the county; in 1881 there were 4,793, an increase of 40 per cent. In 1877 there were 151 teachers; now there are but 110, a decrease of 27 per cent.

I have had so little complaint of teachers the past Fall, that it seems to me there must be something wrong. Have the patrons lost interest in the schools, or are the teachers doing better work than usual?

From my observations I am led to believe the latter is the case.

I have never seen better work done in country schools than has been done in a large majority of districts visited the past Fall."

Prof. R. C. Meade, Superintendent of Schools in Atchison, shows a high degree of success for a term of nine weeks. The whole number enrolled is 1,102; the per cent of attendance, 87 1-2; the per cent of punctuality, 99; number neither absent nor tardy,

384; the cases of tardiness so far this year as compared with last, are 113 to 329.

#### ABOUT MAPS.

Editors American Journal of Education:

IS there any map of this State published showing just the outlines of the counties, and naming counties, sites and rivers, without coloring?

Is there any way to get a *dissected* map of this State, each block a county? There are such maps made of other States, why not of Missouri? F.

BROOKFIELD, Mo., Dec. 20, 1881.

It is well to study carefully and thoroughly State maps, but geography should be taught and studied in the interests of civilization. What is the significance of this or that country to man? is the question to be borne in mind throughout the entire course.

The problem is to find out what is the relation of each place to the rest of the world. Hence, what does it produce for the rest of the world. what does it demand in return, and what are the means of transit to and fro. Besides this, we are called upon to give, as far as lies in our power, such an education to the rising generation as shall fit it for political insight and wise statesmanship.

The obligation, resting especially upon the teachers of public schools, and recognized by all the best educators of the country, can be discharged in the most efficient manner by a set of *outline maps*, so as not to confuse the pupils with useless details.

The study of political geography may be subdivided into the following topics:

Position of the country in the continent, including the area and boundaries.

The natural advantages secured by this position in regard to surface, interior or circumjacent waters, climate and mineral wealth.

The prevailing industries, staple productions and commercial relations.

The location and comparative importance of cities.

Items of information in regard to government and religion, progress in civilization, and political relations either present or recently existing, should be given in connection with every lesson.

It is not exaggeration to say that there is no other subject of elementary instruction which affords so great opportunities for mental culture, as are found in the study of geography. Every faculty of the mind can find field for its exercise therein.

Geographical forms of one or another kind, as mountains or hills,

plains or valleys, lakes or streams, are under the eye of every child, and furnish occasion to exercise most delightfully his powers of observation and expression. With these forms as a basis, and through the aid of pictures, the imagination can be called into play to create distinct mental pictures of geographical forms and regions not within the reach of observation.

The immediate and obvious relations existing between the various parts of the subject, as between the surface and the drainage, the climate and the distribution of vegetation, the natural characteristics of a region and the leading pursuits of its inhabitants, call into healthful and pleasant action the reflective and reasoning powers, establish associations, and in the end give occasion for appropriate exercise in classification and generalization.

A few minutes at the close of each recitation devoted to conversation upon the subject matter of the next lesson, by the teacher, will enable the pupil to perceive its meaning, and to form the conceptions it is designed to impress upon his mind, after which the next will be mastered without difficulty, more with pleasure and profit.

Yes, we believe in "Exhibitions." They do not materially distract or detract attention. It does not matter how much one knows, unless he can put that knowledge to some practical use.

Exhibitions enable the pupils to utilize their attainments, interest and instruct the people, and materially reinforce the teachers in their efforts in the schools.

Let these entertainments be multiplied.

The value of politeness should be taught in all our schools. The school should develop manhood and womanhood, and prepare our boys and girls for making a respectable appearance in society. Marlborough was as much noted for the charm of his manners as for his bravery and skill on the field of battle. Lord Palmerston disarmed many a political antagonist by his courteous manner.

No man ever lived a right life, says Ruskin, who had not been chastened by woman's love, strengthened by her courage, and guided by her discretion.

#### Labor Saving.

The demand of the people for an easier method of preparing Kidney-wort has induced the proprietors, the well-known wholesale druggists, Wells, Richardson & Co., of Burlington, Vt., to prepare it for sale in liquid form as well as in dry form. It saves all the labor of preparing, and as it is equally efficient it is preferred by many persons. Kidney-wort always and everywhere proves itself a perfect remedy.—[Buffalo News.



## MISSISSIPPI

American Journal of Education.

COLUMBUS, Miss., 1881.

IN taking charge of the *Mississippi Edition* of the AMERICAN JOURNAL OF EDUCATION, we are prompted only by a desire to contribute all in our power towards making the schools of this State more efficient. As the principal defect of the system as it now exists, is a lack of Normal Schools, of teachers' institutes, and effective local supervision, these matters will receive our most earnest attention.

We shall endeavor also to furnish such items as will keep our readers posted as to educational progress in the State, and we shall at the same time do what we can to extend in our midst the circulation of a journal which has already done and is still doing so much for the promotion of education in the South and Southwest. We also consider it more in sympathy with our public school interests, and better adapted to our wants in Mississippi, and the South, than any other educational journal published in the North or East.

J. M. BARROW.

### MISSISSIPPI.

THE leading papers of this State are earnest and outspoken in favor of making our public school system broad enough to meet the growing demands of our people.

The *Jackson Comet*, in a late issue, says: "Among the many matters that claim the attention of our Legislature at the coming session, none is more important than that of the public schools.

Much has already been accomplished, and the good work should go on, and be fostered and encouraged.

Every facility that can be, should be provided, to place within the reach of every child in the State, the opportunity to acquire a good common school education. Even if this should require additional taxation, we think the burden would be cheerfully borne, and the result would repay threefold the outlay.

### BETTER SALARIES.

In many localities the schools are not kept open for a sufficient length of time during the year. Three or four months session in each year is not enough to make the school efficient. More than this, the low salaries, coupled with the short duration of the sessions, make it impossible to secure teachers of experience and capacity.

### LONGER SESSIONS DEMANDED.

Those who are qualified to teach, cannot afford to do so when they can only secure employment for four or five months of the year, and hence in localities where the schools are only kept open for that length of time, it

is almost impossible to secure such teachers as should be employed.

Besides this, there is not pride and energy enough displayed in the location and character of buildings used for school purposes.

We trust the Legislature will take into serious consideration this all-important subject, and do all that can possibly be done to stimulate public instruction in the State.

We should likewise be pleased to see our local authorities take hold of the matter and see if great improvement cannot be made in our midst. We ought to have a first-class

### GRADED PUBLIC SCHOOL

in this city, centrally located, and we can have it if we will.

We want also to see some action taken by our Senators and Representatives in Congress, in securing assistance from the Federal Government for educational purposes. We believe this can and should be done without delay. Let the ball be put in motion at once and kept moving until success is achieved."

These are most admirable and timely suggestions, and petitions should pour into the Legislature, and be sent to our Senators and Representatives, urging aid from the Federal Government to educate the people. B.

### A CORRECTION.

Editors American Journal of Education:

MY attention was called to an article in your last edition, signed "H," from Galveston, Texas, and headed "\$10,000 an Hour." I think the gentleman (or lady) will allow me to suggest that a mistake has been made, according to the following figures:

"Total annual school income from all States and Territories, \$83,788,074. The income per month is \$6,982,339; per week, \$1,611,309; per day of 10 hours, \$95,640."

How is this figured out? Down here in the backwoods, we don't see much educational data aside from the *American Journal of Education*, but I think there is something wrong in the deduction.

If the income per week is \$1,611,309, the income per day would be \$230,187, or over \$23,000 per hour, for 10 hours a day.

What a wonderful thing this is, when you think about it. Statistics show that we breathe 40 times per minute, and at this rate \$380 are subscribed for every breath we draw during 10 hours of the day. It is a settled fact that education is the only groundwork of mental and moral liberty and good government, and yet in the face of these facts some men are maniacal enough to be continually crying for nihilism and commun-

ism! Where on the face of the earth can a man feel that *for every daily breath* he draws, \$380 are being subscribed for the education of his and other children?

Where on earth is there such a chance for a boy to develop into an educated man, as in America?

I was born in a country where poverty is a crime, and education is as far from the poorer classes as the heavens are from the earth, and I can appreciate the full meaning of these stupendous figures.

Education and progress always have traveled hand in hand, and your paper has done more for the cause than any other in this immense country. I am glad to see you put figures before your readers. Though claiming to be posted on educational matters to some extent, I never thought such an amount was being daily subscribed for the benefit of our children.

T. P. T. H.

MONTICELLO, Ark., Dec. 30, 1881.

THE school law in Mississippi needs a careful and thorough revision. The people are in favor of good schools, longer terms and better compensation for our teachers.

The institutes held under the able supervision of Gen. Smith and his co-workers, have done much to help the teachers, and at the same time interest the people.

We need more of them. We ought to have one in every county, and the provision should be made for a session of one or two weeks, by this Legislature.

WELL-CONDUCTED Teachers' Institutes, where plans and methods of teaching are discussed and illustrated during the day sessions among the teachers, and where the evening sessions are devoted to a wider and more popular discussion of the various phases of education, cannot fail to be of great benefit and interest to the people and the schools alike.

It is easy to show that money invested in education, in good schools presided over by competent teachers, is a paying investment.

It is easy to show that we are not only abundantly able to educate the children, but that peace, happiness and prosperity lie along that line of effort.

Let the data be given and the facts stated in a popular address, enlivened by some excellent music, interspersed with recitations, so as to utilize the home talent, which will be found in abundance.

Let our institutes be conducted on this principle or plan, and we shall see a revival of interest at once among the tax-payers and people.

KENTUCKY.—It should be distinctly understood by all the teachers of the State, that four persons from each county may enter the Normal School free of tuition, and that no one will be turned away for want of money to pay the small tuition. The college will be nicely quartered in its elegant new buildings on or before Christmas holidays.

THE editors of that excellent journal, *The Eclectic Teacher*, say that "in methods of teaching and government alone, to say nothing of the science and art of teaching, a person could learn more in a first-class Normal School in one year, than he could in a lifetime of experience."

And they say further that "in view of the fact that mind is developed only by coming in contact with superior minds, it behooves all teachers to avail themselves of every opportunity to hear the best lecturers and the best theatricals the country affords."

### Reading as a Means of Culture.

[No. 1.]

WE read in the fable that he whom the gods would help, must put his own shoulder to the wheel. Though written in the fable as allegory, in life this is literally true.

Books and newspapers are now the means of bringing to our attention the numerous facts and incidents of each day, each month, each year. But he who would know well what he reads, must be content to read few books. Not every book issued from the press is worth reading. Reading beyond one's power to assimilate what he reads is seldom profitable; often seriously detrimental. The large amount of unprofitable reading now indulged in is often characterized by the hasty judgment: The more one reads the less he knows.

Yet, among those ambitious to appear well-read, it requires a degree of courage rarely met, to admit frankly there are celebrated authors they have never read. Public opinion is always imperious, and is very often ridiculously exacting in regard to what we should do, or should not do, in the matter of reading the works of popular authors. But every young person should be guided less by public opinion in this regard than by the opinion of some intelligent and judicious friend. He should mark the distinction between learning and wisdom. Learning is the possession of the many; wisdom the possession of but few. The one may almost be had for the asking; the other often eludes the most patient and laborious search.



Learning is the sure reward of protracted, plodding industry; wisdom is a coy maiden to be won only by the most assiduous attentions and scrupulous vigilance. There have been giants in learning who, in wisdom, were veritable babes. The great battles of life are won by those schooled in the wisdom of the world; seldom by those who depend upon the learning of the schools.

Those who read much have little time for careful, critical thought. The power to think aright is the power recognized in the counsels of men. There was some years ago an interesting and instructive meeting of four men engaged in the occupation of raising sheep. Two of these men were graduates of the great English universities, Oxford and Cambridge; the third was from a German university. The three were employees of the fourth, who could merely read and write.

This is no argument against that learning which crystallizes into wisdom, or practical insight. But much of that which we call learning takes hold of the verbal memory alone and never crystallizes into faculty.

Here lies the weak point in our systems of education. A mind full of other people's thoughts, is a poor substitute for a mind well-disciplined, and capable of doing its own thinking.

Diffusive methods in school lead to diffusive methods, or rather, no method at all in general reading. This tendency toward diffusiveness both in thought and action is due largely to the want of correct mental habits in early life. Most young people who read are impelled by an almost irresistible impulse to read every new book. It is quite impossible to do this; and quite as undesirable as impossible. This tendency has already done much to lessen the respect once entertained for learning, and to weaken the confidence in the efficiency of education. A very clearly defined reaction has already set in against this tendency, which must in the near future either reform or seriously cripple all attempts to educate the masses. The friends of our schools cannot longer be deaf to the mutterings of the coming storm. Its fury is certain to be felt, and its force should be broken by the wise counsels and the prompt action of those now interested in the future usefulness of the young people throughout our land.

Carlyle formulated this hostile feeling in rather strong language when he said: "We have even now to look, not among the educated, but among the uneducated, to find a Man." The press is the Mentor of our modern civilization. Reading as a means of

mental culture is the vitalizing element in our social growth, and must be made the conservator of the public morals.

What books shall we read? and, how shall we read? are the profoundest questions of the century, and will come to be so recognized. G. E. S.

#### LIPPINCOTT'S READERS.

WE fear that very few people ever reflect seriously on the fact that children who learn to talk quite well before they are five years of age, read quite indifferently when twelve years old.

This can hardly be regarded as due to the greater difficulty necessarily experienced in learning a language through the medium of sight, over that experienced in learning the same language through the medium of hearing. There is clearly a vital defect in our methods of teaching reading in our schools.

From the primary department to the very close of the high school course, reading in some form, is a daily exercise; yet, natural and impressive readers are much rarer than natural and impressive talkers. True, their practice in talking is more extensive than their practice in reading; but good models in talking are much rarer at home than good models in reading at school. The difficulty, then, must be found in the fact that our text-books on this subject are neither natural in their method, nor progressive in their exercises.

Professional elocutionists are seldom good readers. In most cases we might justly regard elocution as reading gone mad. The series of readers before us will do much to correct the false notions now quite prevalent in regard to reading; and their use in schools throughout the country will do much to educate even teachers in the principles and in the practice of natural and effective reading. This our schools need above all things else.

Although seldom recognized, it is not the less true, that a child's progress in his other studies is dependent largely upon his ability to read understandingly and with facility. Few seem to fully recognize the great importance to pupils in the lower grades, of this ability to read at sight and understanding what they read.

At least one-third more could be accomplished during a child's school life, in other branches, geography, arithmetic, grammar, if reading were better taught in the early part of the school course. A pupil's progress in geography, arithmetic, grammar, does not depend upon an early start in those studies, so much as it does upon his power acquired by reading, to grasp the thought embodied in the text.

The first, second and third books in this series of readers, are admirably adapted to stimulate thought and inquiry on the part of younger pupils. What stimulates a pupil to think and inquire must be interesting to him; and what interests a pupil he is sure to learn quickly and with very little difficulty.

Names of familiar things and forms of expression are in every exercise; the common words of every-day life, here used to make up each lesson, are readily learned by association with familiar things, and are easily remembered.

The series of language lessons, simple and progressive, form an admirable feature of these readers. The critical analyses which often accompany reading lessons, are liable to become burdensome to both pupil and teacher. In the attempt to extend the pupil's knowledge by these exercises, the main purpose of reading, as a school exercise, is lost sight of. The author has adopted the happy medium of doing neither too little nor too much in his efforts to introduce this feature.

The fourth and fifth books of this series of readers are unique. A brief review of their many excellencies would fail to do them justice. We do not speak disparagingly of other readers when we pronounce these equal to any others that have fallen under our notice. The selections are not simply new, they are excellent.

Literary excellence and useful information are the elements that commend them to our judgment. The books are calculated to instruct and to stimulate the masses of boys and girls who attend our schools.

Purely literary excellence is attainable by but few; but that excellence attainable by the many is the great object of our highest efforts; and this excellence these readers are designed to promote.

#### HORSFORD'S ACID PHOSPHATE In Intractable Dyspepsia.

I used Horsford's Acid Phosphate in a case of the most intractable dyspepsia I ever met with. The effect was most charming, and I am satisfied that it is a valuable remedy. W. C. PUTNAM, M. D.  
Justus, Ohio.

#### Fast and Safe.

The Wabash, St. Louis & Pacific Railway have put on a limited express for New York, leaving Union Depot at 7:50 a. m., arriving at grand central depot, New York City, 6:30 p. m. next day, making the distance in

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—AND—

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"Mrs. Garfield looks with great favor upon the publication, and believes that no work would have given her husband more pleasure, or touched his heart so deeply; for she, with him, loved the college where first they met, and where they always seemed, in a certain sense, to belong. One may almost consider Garfield in the light of author of this book. This memorial is the one that will appeal the most strongly to cultivated men, and to all educators. Portraits of General and Mrs. Garfield, selected by the latter, are to be pleasant features of this memorial."—[Newport News.]

Agents wanted in every town. Sold by booksellers and by subscription. Sent, postpaid, on receipt of price by the publishers.

Our books are for sale by all booksellers; or will be sent by us, post-paid, to any part of the U. S. or Canada, on receipt of price. Our regular catalogue, our Illustrated Holiday Catalogue, and our Descriptive Catalogue of 400 Heliotype Engravings (50 cts. each), will be sent free to any address; also, circulars descriptive of "Lucile" and "The Glad Year Round."

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### A Wonderful Offer.

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This is an actual fact. We offer the following Seven Complete Stories, printed from large type, and written by Mrs. Henry Wood, and bound in handsome cloth, with ink and gold side, by mail postpaid for \$1.50. Booksellers usually charge from \$1 to \$1.50 each for them; but we send the whole seven for \$1.50. The following is the list of stories: East Lynne, The Humbled Tower, The Lost Bank Note, The Doctor's Daughter, A Life's Secret, Was He Severe? The Tale of Sin. The stories are not sold separately. Satisfaction guaranteed or money refunded. Address J. S. OGILVIE & CO., Publishers, P. O. Box 2767. 35 Rose Street, New York. XY-13

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Murray's new series of Geographies, with new maps and illustrations. Authentic, excellent, elegant. For examination or introduction: Elementary, 54c; Revised Manual, \$1.20; Physical, \$1.50. Wall maps, set, \$10 net. For Easy Algebra and other works of the University Series, by Profs. Venable, Holmes, or Gildersleeve, address University Publishing Co., 19 Murray st., N. Y.

### OUR LITTLE ONES

THE MOST BEAUTIFUL ILLUSTRATED MAGAZINE FOR LITTLE PEOPLE IN THE WORLD. BOSTON AND LONDON. \$1.50 PER YEAR; 15 CENTS A COPY. NEWSDEALERS SELL IT. AGENTS WANTED. PLEASE SEND A THREE-CENT STAMP FOR SPECIMEN COPY TO RUSSELL PUBLISHING CO., Boston.



## New Books.

### Switzler's Illustrated History of Missouri.

BY COL. W. F. SWITZLER,  
of Columbia, Mo.

With interesting chapters on the Indian Mounds and other pre-historic Monuments of the State, by Prof. A. J. Conant, A. M.; on its Physical Geography, by Prof. G. C. Swallow, LL. D.; and on its Material Wealth, Productions and Possibilities, by R. A. Campbell C. E. Embracing 635 large octavo pages, elegantly printed on toned paper, and illustrated by about 200 fine wood engravings.

The thought has grown upon us all the time as we have read each succeeding chapter of this intensely interesting work, why it has not found its way into all the schools of the State, so that the children may grow up familiar with the persons and elements which have contributed so much to make Missouri already one of the most commanding States in the Union.

We do not see where a fact, or date, or incident; or page could be spared, and yet it seems to us that somehow, Col. Switzler, with that wonderful condensing power of which he is so much the master, ought to make this volume, without delay a text-book for the schools.

Skeletons are not pleasant things to look at, and mostly our histories are skeletons. Every page of this history glows with life—is illuminated and illustrated with facts and incidents which read like a romance.

Certainly, no man in the State is better qualified to do this work than Colonel Switzler, one of the oldest journalists of the State, identified by his profession with all the stirring events of the last fifty years, a constant collector of statistics, gleaning in every field, and accepting nothing until personally authenticated. Selecting and combining from his enormous stores of historic treasures, he has given us a condensed compendium of knowledge concerning the settlement and development of our great commonwealth, whose value will be more and more appreciated as the years roll on.

The archaeological portion, which occupies the first twelve chapters, is intensely interesting, inasmuch as it gives an account of the various relics of antiquity with which the State abounds, such as mounds, embankments, implements of husbandry and the chase, pottery, &c., and the strangely shaped skulls of the ancient Missourians.

It is usual for historians to begin with the first occupancy of the Europeans, but here we have all that has

been learned from the ancient remains of prehistoric races as well. This portion of the work is illustrated by more than one hundred engravings, which render great assistance to a proper understanding of the subjects discussed. Professor Conant is an acknowledged authority at home and abroad on archaeological matters, and while in his work he has confined himself mainly to the archaeology of Missouri, he has so treated the subject as to make these chapters a succinct yet complete compendium of archaeological science.

Of the mechanical execution of this work, binding, paper and typography, it is only necessary to say that they are all that the most fastidious could desire.

While it properly bears the name of the distinguished editor of the *Columbia Statesman*, it is the result of the combined labors of three other gentlemen associated with him, each of whom stands at the head of his own special department of research.

Could not Col. Switzler be prevailed upon to recast this historical part of it so as to put it either into the shape of a Historical Reader, for a popular school book, or make it a text-book on History for the State?

We hope to see it done.

**LITTELL'S LIVING AGE.**—The numbers for the weeks ending December 17th and 24th, contain the following valuable and interesting articles: The Last Great Dream of the Crusade, Nineteenth Century; Spanish Proverbs, St. James Gazette; Fifty Years Ago, St. James Gazette; Country Life in Italy, Temple Bar; German Student Life, Fraser; Henry Martyn, Church Quarterly; The Growth and Distribution of our National Wealth, Economist; The Eccentricities of the Rich, Spectator; Dr. Ward on the Divine Pre-movement, Spectator; The Story of a Railway Journey, Temple Bar; What Came of It, Argosy; Rev. James Thorn, Fraser; and the usual choice poetry.

The next volume begins in January. For 52 numbers of 64 large pages each, or more than 3,300 pages a year, the subscription, \$8, is low; yet we shall send the "American Journal of Education" and the "Living Age" for \$8, or for \$10 50 the publishers offer to send any one of the American \$4 monthlies or weeklies with the "Living Age" for a year, both postpaid.

Certainly we shall do those who wish to secure an invaluable library, an essential service by calling their attention to the offer of the publishers to furnish for a very low price complete sets of the "Living Age"; and as the sets cannot be reprinted, the last opportunity is now offered not only to procure them cheaply, but to procure them at all.

The regular price of volumes has been, in numbers, \$2 per volume, or, bound in cloth, \$3 per volume. The publishers now offer the complete sets to the close of 1880, 147 volumes, as follows:—

In numbers, or sheets, ready for binding, at one-half the subscription price, viz: \$1 per volume; or, bound in black cloth, gilt backs, at \$1 75 per volume.

It is hardly necessary to say to those acquainted with the work, that the same quantity of such valuable reading cannot otherwise be purchased with three times the money for which it is here offered; and while this reduction in price places sets within the reach of individuals possessing or forming

private libraries, the attention of those interested in State, city, town, college or school libraries, is particularly called to this last opportunity of supplying their shelves with a complete work which it is believed no library in the country can, under this offer, afford to be without.

If packing boxes are necessary in forwarding sets, the cost of the boxes will be added to the bill. Address, and write directly to Littell & Co., 17 Bromfield Street, Boston.

The leading article in the "North American Review" for January, contains the judgments of five of the most distinguished American authorities upon "The Moral Responsibility of the Insane." Just at present this subject occupies a very prominent place in the minds of the American people; but quite apart from its momentary interest, as connected with the extraordinary trial now in progress in Washington, the problem of determining the fact of insanity, and fixing the limits of responsibility of the insane, is one that in itself possesses an irresistible attraction for every generous mind. The ruin of intellect appeals at once to our highest sympathies, and to whatever is noblest in human curiosity.

The authors selected for the discussion of this subject are Drs. Beard and Seguin of New York, Dr. Elwell of Cleveland, Dr. Jewell of Chicago, and Dr. Folsom of Boston. The other articles in the January number of the Review are as follows: The New Political Machine, by William Martin Dickson; Shall Women Practice Medicine? by Dr. Mary Putnam Jacobi, and A Chapter of Confederate History, by F. G. Ruffin.

The announcement is made that the February number, to be issued January 15, will contain Part III. of the Christian Religion series of articles, and that it is to be a very able defence of the Christian faith.

THE ART AMATEUR for January gives 13 large pages of designs for decorative art work, including a chrysanthemum plate and a beautiful portrait plaque by Camille Piton; a fine plaque and two tiles of birds and flowers, monograms and church decorations. There are also two attractive full pages of Salmagundi Club drawings and holiday book illustrations. Messrs. Satterlee and Bircher furnish clever costume sketches; the Philadelphia Artists' Exhibition is reviewed and illustrated; and Doulton Ware, The China of our Grandmothers, are also the subjects of text and illustration. Among the other valuable articles are those on Artists' Views on Woman's Dress, Art Value of Photography, Painted Dresses and Lace, Correct Principles in Furniture, Hanging and Framing of Pictures, &c. Certainly no lover of Art can afford to be without this handsome and richly-filled periodical. Price per annum, \$4; single copies, 35c. Montague Marks, publisher, 23 Union Square, New York.

WIDE AWAKE for 1882 announces its coming in a prospectus crowded with the promise of good things; a promise which, as its host of readers know, will be fully and faithfully kept. The names of some of the best known of the popular authors appear as positive contributors, while the new educational feature [the reading course for young folks] includes numerous topics of interest. A special attraction will be the appearance during the year of the prize frontispieces, already selected by a prize competition.

**BUREAU OF EDUCATION**—Circulars of Information: The Spelling Reform, report by F. A. March, 36 pp, 8vo, paper; No. 1, 1881, Construction of Library Buildings, 25 pp 8vo, paper; No. 3, Proceedings of the Department of Superintendence of the National Educational Association at its meeting at New York, February 8-10, 1881, 78 pp 8vo, paper.

THE "North American Review," beginning with next year, will be issued by its editor, who has always owned and controlled the publication.

A "GARFIELD" COUNTRY HOME. — The editor of "St. Nicholas" prints the following note in the January number of the magazine:

Dear Old and New Readers: We ask, in this beautiful holiday season, to call your attention afresh to Willie Herrick's proposition for founding a Garfield Country Home for Sick Children. You will find his letter on page 84 of the November number, and from the same page you will learn what "St. Nicholas" and the Century Co. propose, with your help, to do toward carrying out Willie's suggestion. Meantime, it is enough to say that this movement has no connection with our late President or his family, beyond the adoption of his beloved name, in the belief that the

#### BOYS AND GIRLS

of America will be glad to honor his memory by helping to do a great practical good. This magazine circulates mainly among those who have comfortable homes and loving friends to make life bright for them; the children of the poor have almost no pleasures and much suffering. Yet, in God's sight, they are our brothers and sisters to you all!

As stated in the November number, The Century Co., publishers of "St. Nicholas," have volunteered to receive and credit all subscriptions for the Garfield Home that may be sent them—with the understanding that if the total amount subscribed should prove insufficient to found a home, it shall be applied as a "Children's Garfield Fund" to the benefit of "The Poor Children's Summer Home," or some kindred charity of New York City. Letters and subscriptions may be addressed to The Century Co., Union Square, New York. The subscriptions up to this date amount to more than three hundred dollars. But why should they not amount to more than three thousand? Children's pennies can

#### DO WONDERS.

Dimes and quarters soon grow into a big sum when earnest young heads and hands set to work. The smallest single subscriptions will be welcome and duly recorded; but we would suggest that it is an excellent plan for young folks in any locality to band together and send in their united subscription. One little group already has sent in \$50 in this way. The present and back volumes of "St. Nicholas" contain many home or

#### SCHOOL PLAYS

and entertainments, such as "The Acting Ballad of Mary Jane," "Puppet and Shadow Plays," "Johnny Spooner's Menagerie," the "Land of Nod," etc., by which little folks can earn money for charitable purposes, and give their friends a good time besides.

We shall be glad to see the boys' and girls' contributions amount to a great deal of money this winter, all to be turned in time into comfort and joy for poor and suffering little ones.

#### A Tri-Linguistic Lesson.

Having been convinced by conversations with men of learning, that without some knowledge of the Latin language, the English cannot be thoroughly learned, a young German-American gentleman, who fluently speaks both languages, but frequently mispells them, made up some time ago his mind to take lessons in German and English orthography and spelling with one of our most experienced teachers of languages, and after about six months to be instructed also in Latin. But, on the Professor's proposition, the pupil is now taught in one lesson all three languages in the following way: The teacher dictates a kind of commentary at first on about half a page of Harkness' Second Latin Book, which the pupil studies at home, and at the following lesson orally translates. After having at home put down in writing the English translation and translated it into German, he places both before the teacher, who with his red pencil points out his eventual mistakes, so that the pupil himself may correct them at home. Persons who interest themselves in favor of this new method are invited to call on a Monday or Thursday, at 7 p. m., at 2114 Wash street. E. B.-Y.



THE ATLANTIC for 1882 presents as usual, the most brilliant corps of writers in the country. In fact it goes abroad now and then and enriches its pages with the writings of the best novelists and essayists of the old world, thus furnishing in the course of the year as much reading matter, of the best quality, too, as is contained in twenty volumes of ordinary books! and all this for \$4 per year. Its life-size portraits of Emerson (a new one), Longfellow, Bryant, Whittier, Lowell and Holmes, for \$1 each in addition to the subscription price, puts you into the perpetual presence of and companionship with the most noted men of the century—those who have made our literature famous at home and abroad.

Houghton, Mifflin & Co. will also publish hereafter, the famous Edinburgh and Quarterly reviews from the same plates as the British edition.

Perhaps the best thing to do is to carefully read the full announcement on page 16.

#### BOOKS RECEIVED.

From Houghton, Mifflin & Co.:  
**HOME BALLADS.** By Bayard Taylor.—Beautifully illustrated, tastefully bound, 8vo cloth, \$5; morocco, tree calf or wood sides, \$9.

**COUNTRY BY-WAYS.** By Sarah Orne Jewett. authoress of *Deephaven*—\$1.25.

**THE PORTRAIT OF A LADY.** By Henry James, Jr., author of *The Europeans*. \$2.

**JAMES T. FIELDS:** Biographical Notes and Personal Sketches. \$2.

**WM. LLOYD GARRISON AND HIS TIMES;** or, Sketches of the Anti-Slavery Movement in America, and of the man who was its Founder and Moral Leader. By Oliver Johnson. \$2.

**GARFIELD'S WORDS.**—Suggestive Passages from the public and private writings of James A. Garfield. By William Ralston Balch. \$1.

**BOSTON TOWN.**—By Horace E. Scudder. 12mo illustrated, \$1.50.

**WHITTIER BIRTHDAY BOOK.**—With steel portrait and 12 illustrations—square 12mo, beautifully stamped—cloth, \$1; flexible calf, morocco or seal, \$3.50.

**EMERSON AND LONGFELLOW BIRTHDAY BOOKS** same styles and prices as above.

**THE TWISTED ARGUMENT AS AFFECTED BY RECENT THEORIES.** By J. L. Diman, late Professor of History at Brown University. \$2.  
For sale by the Hildreth Printing Co.

FROM S. C. GRIGGS & Co., Chicago.—“*Pre-adamites*”—or, a Demonstration of the Existence of Men before Adam—together with a Study of their Condition, Antiquity, Radical Affinities and Progressive Dispersion over the Earth. By Alexander Winchell, LL.D. 1 vol. 8vo, 528 pp. \$3.50. St. Louis: Hildreth Printing Co.

#### New California Route.

January 1, 1882, the new line to California via El Paso, Texas, composed of the St. L., Iron Mountain and Southern Railway, Texas and Pacific Railway, and Southern Pacific Railway, will be opened. Its equipment will be superb. New palace sleeping cars, built expressly for this line, will leave St. Louis Union Depot at 9 a. m. daily, via the Iron Mountain Route, and run through to Denning without change, where direct connection will be made with the Southern Pacific Railway's California express, which has palace sleepers running through to San Francisco without change.

Only one change of cars from St. Louis to San Francisco via this line.

Patronize the new Southern route, which is free from snow.

For tickets and further information call at ticket offices 115 N. 4th st., and Union Depot.

H. M. HOXIE, General Manager.

F. CHANDLER, General Passenger Agt.

C. B. KINNAN, Ass't General Pass. Agt.

#### Ponder on these Truths.

Torpid kidneys, and constipated bowels, are the great causes of chronic diseases.

Kidney-wort has cured thousands. Try it and you will add one more to their number.

Habitual costiveness afflicts millions of the American people. Kidney-wort will cure it.

Kidney-wort has cured kidney complaints of thirty years' standing. Try it. See adv.

A letter from Ewing College, in Franklin county, says that that institution is doing well this season. The school is one of the best in Southern Illinois, and the expense of attending is probably less than that of any other.

Those who wish to go away from home to attend school will do well to correspond with the President of Ewing College, Prof. John Washburn, Ewing, Franklin county, Ill.

#### CHICAGO AND ALTON RAILROAD.

—†—  
North, East and West.  
—0—

The shortest, quickest and only line under one management running two daily independent trains between St. Louis and Chicago, connecting in the Union Depot at Chicago with through day and Pullman drawing-room Sleeping Cars without change, for all points in Wisconsin, Minnesota and the Northwest, Michigan, Canada and all New England and Eastern cities.

The popular and finest equipped line between St. Louis and Kansas City, running two daily express trains, connecting in the Union Depot at Kansas City for all points in Kansas, Nebraska, Colorado, New Mexico, Arizona and California. Morning and evening train for Hannibal, Quincy and Keokuk. Pullman Palace Sleeping Cars, the finest in the world. Elegant Reclining Chair cars, without extra charge.

Palace Dining Cars—meals enjoyed at leisure. Steel, stone and iron bridges. Train porters to attend to wants of travelers.

Careful and obliging men in charge.

To secure these advantages, see that your tickets read via Chicago & Alton Railroad.

St. Louis Ticket Office, No. 117 N. Fourth Street, cor of Pine, and at the Union Depot. S. H. KNIGHT, Ticket Agent.

#### Time Proves All Things.

A good reputation to be permanent must be established upon a solid foundation. An article of real merit rises to the uppermost level of success, not by being puffed into ephemeral notoriety, but by gradually winning its way to public confidence. Evidences of its worth become irresistible, until it finally attains a time-honored reputation which none will deny.

Such is the case with Brown's Bronchial Troches, which have for thirty years been recommended by physicians, and are now used so generally that they have become a pocket, office and household necessity with thousands who are troubled with Asthma, Bronchitis, Catarrh, Consumptive Diseases, and the various throat troubles to which singers and public speakers are subject. They will clear and strengthen the voice marvelously.

#### Renew Failing Vigor.

Debility, either general or local, will eventually wreck the constitution if not speedily remedied. To effectually prevent premature decay, and check the daily loss of vital energy, which ultimately must result in the total loss of virile power, the nervous system and its great centre—the brain—must be sustained. Allen's Brain Food, an invigorant, professionally indorsed, exerts a nourishing and strengthening influence of special value in all cases of nervous debility, loss of virile energy and exhaustion of physical and mental force from any cause. It is no nostrum, but a standard remedy, on which the debilitated and nervous can firmly rely.

PERSONS suffering from Coughs, Colds, Consumption, Throat and Lung Diseases, Dyspepsia, Liver Complaint, Weak Stomach, Diseases of the Kidneys and General Debility, should use Dr. Crook's Wine of Tar.

They will find that it excels all other remedies. It is the best of tonics, and pleasant to the taste. Health and strength follow from its use.

#### Horsford's Acid Phosphate

Is the solvent, if you must take quinine. Dissolve the quinine in one-half a teaspoonful of Acid Phosphate, then mingle in half a tumbler of water.

# D. HARTER'S

GENTLEMEN: I was suffering from general debility to such an extent that my labor was exceedingly burdensome to me. A vacation of a month did not give me much relief, but on the contrary, was followed by increased prostration and sinking chills. At this time I began the use of your IRON TONIC, from which I realized almost immediate and wonderful results. The old energy returned and I found that my natural force was not permanently abated. I have used three bottles of the Tonic. Since using it I have done twice the labor that I ever did in the same time during my illness, and with double the ease. With the tranquil nerve and vigor of body, has come also a clearness of thought never before enjoyed. If the Tonic has not done the work, I know not what. I give it the credit.  
J. F. WATSON, Pastor Christian Church, Troy, O.

The Iron Tonic is a preparation of Protoxide of Iron, Peruvian Bark, and Phosphates, associated with the Vegetable Aromatics. It serves every purpose where a Tonic is necessary.

MANUFACTURED BY THE DR. HARTER MEDICINE CO., NO. 213 NORTH MAIN STREET, ST. LOUIS.

# IRON TONIC.

Better than putting one Dollar out at compound interest, is the sending it to Dr. C. W. Benson, Baltimore, Md., for two boxes of his Celery and Chamomile Pills, which cure nervous disease, quiet the mind, bring on refreshing sleep and prevent paralysis.

Women that have been given up by their dearest friends as beyond help, have been permanently cured by the use of Lydia E. Pinkham's Vegetable Compound. It is a positive cure for all female complaints. Send to Mrs. Lydia E. Pinkham, 233 Western Avenue, Lynn, Mass., for pamphlets.

#### Important to Travelers.

Special inducements are offered you by the Burlington Route. It will pay you to read their advertisement to be found elsewhere in this issue.

E. F. SAILOR should not, in the first place, have gotten up such an attractive advertisement, and in the second place, he should not have put it into the *American Journal of Education*, if he did not want to hear from it—and hear from it often, too; and hear from a wide section of the country at the same time.

Our subscribers know a good thing when they see it, and they not only want the best, but they are able to pay for it. That “Fine Office Stationery,” advertising cards and labels drew so much correspondence and trade that Sailor ordered the advertisement “out” *peremptorily*, although it had been paid for in advance for three months.

Well, the fact is, he put so much beauty and genius into his work and his advertisement, that he had more than he could do. Why, the whiskey labels he printed were so elegant that it made the *vile stuff* seem almost good enough to drink.

When he gets over the rush a little we are going to have him print a *thousand sets* of our School Mottoes.

Won't they be artistic, attractive and gorgeous? Won't the children cry to go to school where these mottoes decorate the walls?

MISS BLANCHE MATTHEWS, one of the most successful teachers in Monticello, Ark., writes under date of Dec. 23, 1881:

“The desks arrived safely, and are all that we could wish. ‘Aids’ have already effected a great improvement in behavior and recitations.”

Endorsed and recommended by the medical profession, for Dyspepsia, General Debility, Female Diseases, Want of Vitality, Nervous Prostration, and Convalescence from Fevers, &c.

This is one of numerous commendations continually coming in, and we ask teachers who find their task a burden, to consider for a moment how much better they can work with good material.



**DR. CROOK'S WINE OF TAR**  
CURES THOUSANDS YEARLY.  
A POSITIVE CURE For Coughs, Colds, AND CONSUMPTION.  
Is the Best of Tonics; Cures Dyspepsia; Restores the Appetite; Strengthens the System; Restores the Weak and Debilitated.  
A trial of it will prove all we claim. Ask your druggist for Dr. Crook's Wine of Tar; take no other. For sale by all Druggists.  
S. N. SMITH & CO., Prop'r Successors to Oliver Crook & Co. DAYTON, OHIO.



**DR. J. KRAMER'S GERMAN EYE SALVE**  
Is a positive cure for weak and diseased eyes. Safe and Reliable. Never fails to cure or relieve any case of sore eyes, and no remedy is so immediate in its effects. Price 25 cts. a box. Should your druggist not have it, on receipt of 25 cts. (or postage stamps) we will send you a box free of expense.  
S. N. SMITH & CO., PROPRIETORS, DAYTON, O.

Another Boom for Agents!  
**Mark Twain's NEW BOOK**  
IS DECIDEDLY The Best! “THE PRINCE AND THE PAUPER.”  
Will outsell all his previous works, and offers you the best chance of your life to make money rapidly. Old agents will act promptly and secure choice territory, and we advise you to do the same. Outfits now ready. Send at once for circulars and terms to  
DOUGLAS BROS. & PAYNE, Publishers, Cincinnati, Ohio.

**Portable Mulay Saw Mill,**  
With improvements recently made is unequalled as a neighborhood mill. It can be run by either steam or water power, and is especially adapted to the exigencies used for threshing.  
It may be operated by either two or three men, and will cut as much lumber in proportion to the power and number of hands employed as mills of larger capacity.  
It makes smooth and even lumber, leaves no stubs, and will cut any sized log up to four feet in diameter. It may be transported from one locality to another and re-erected ready for sawing in from two to three days, and can be made profitable in localities where there is not sufficient timber to justify the erection of a large mill. Send for descriptive circular, price, etc., to  
CHANDLER & TAYLOR, Indianapolis, Indiana.  
We also build the heavy Standard Circular Saw Mill, with either one or two saws as well as the Pony Circular Saw Mill that is capable of being run with light power. We also build stationary engines of varied capacity; also portable threshing engines.  
xv-1





### A SENSATION

Has often been made by the discovery of some new thing, but nothing has ever stood the test like Dr. Benson's Celery and Chamomile Pills; their popularity and sale is unprecedented.

They supply a need long felt and must become a household remedy. Just think— to be cured in a few weeks of these terrible nervous troubles and awful suffering from Sick Headache, Neuralgia and Dyspepsia, and the nervous system put in a natural and healthy condition, destroying the possibility of Paralysis, Angina Pectoris and sudden death, which is carrying off so many noble men and women in the full tide of life and usefulness.

This simple remedy of Extract of Celery Seed and Chamomile Flowers, combined in the form of pills, is a boon to humanity. It has saved the lives of thousands of nervous, headaching children in our schools and out every year. No nervous person or sufferer from Headache, Neuralgia, Dyspepsia or Paralysis will do themselves justice until they try them.

Sold by all druggists. Price, 50 cents a box. Depot, 106 North Eutaw St., Baltimore, Md. By mail, two boxes for \$1, or six boxes for \$2 50, to any address.

DR. C. W. BENSON'S

## SKIN CURE

Is Warranted to Cure

ECZEMA, TETTERS, HUMORS, INFLAMMATION, MILK CRUST, ALL ROUGH SCALY ERUPTIONS, DISEASES OF HAIR AND SCALP, SCROFULA ULCERS, PIMPLES and TENDER ITCHINGS on all parts of the

body. It makes the skin white, soft and smooth; removes tan and freckles, and is the BEST toilet dressing in THE WORLD. Elegantly put up, two bottles in one package, consisting of both internal and external treatment. All first class druggists have it. Price \$1. per package.

## Allen's Brain Food.

A botanical extract. Permanently strengthens the brain, and positively cures nervousness, nervous debility, and all weakness of generative organs. Price, \$1; 6 for \$5. All druggists. Depot Allen's Pharmacy, 315 First Avenue, New York, N. Y. SEND FOR CIRCULAR. Free by mail on receipt of price.

14-7 12t

## THE TEMPERANCE Mutual Benefit Association,

57 CENTRE SQUARE, EASTON, PA.

This Association has now been in successful operation for more than 10 years, and during that time paid 92 death claims and distributed to the heirs of deceased members over \$150,000 in cash.

We invite the special attention of temperance people everywhere to the beneficent objects of this Association.

### Good Active Agents Wanted!

Your correspondence is solicited. Address L. A. TYLER, General Agent, Easton, Pa.

## Middleton's (5c.) Household Dyes, AND INK POWDERS.

TEN BEAUTIFUL COLORS:

Blue, Green, Black, Magenta, Yellow, Crimson, Scarlet, Violet, Brown, Orange.

Make one pint of first-class dye, or half-pint of fine writing ink. We will send 6 packages of assorted colors, post-paid, on receipt of 25 cts. Agents wanted. C. N. MIDDLETON, 68 East 106th Street, New York.

We are not at liberty to give the postoffice address of Miss Ellen Thorp—but after the experience of others with her—we should advise that "class of young ladies who are just dying to get her to write some compositions for them," to get up their own compositions.

Borrowed compositions are apt to cause confusion.

ONE teacher writes: "Your Aids to School Discipline have created a revolution in both the habits and feelings of our pupils and patrons.

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Arrive Odin	7.10 p. m.	5.45 a. m.
Arrive Centralia	7.35 p. m.	6.10 a. m.
Leave Centralia	10.05 p. m.	6.15 a. m.
Arrive Cairo	4.05 a. m.	10.50 a. m.
Arrive Martin	7.40 a. m.	1.25 p. m.
Leave Martin	10.40 a. m.	10.15 p. m.
Arrive Nashville	7.30 p. m.	10.00 a. m.
Arrive Milan	9.10 a. m.	2.45 p. m.
Leave Milan	12.55 p. m.	3.30 p. m.
Arrive Memphis	4.15 p. m.	8.15 a. m.
Arrive Jackson, Ten.	10.40 a. m.	4.00 p. m.
Leave Jackson, Ten.	10.45 a. m.	
Arrive Mobile, Ala.	1.50 a. m.	
Arrive Gr. Junction	12.45 p. m.	6.00 p. m.
Leave Gr. Junction	6.22 p. m.	6.22 p. m.
Arrive Memphis	8.20 p. m.	8.20 p. m.
Arrive Jackson, Miss	10.45 p. m.	3.31 a. m.
Leave Jackson, Miss	5.40 a. m.	5.40 a. m.
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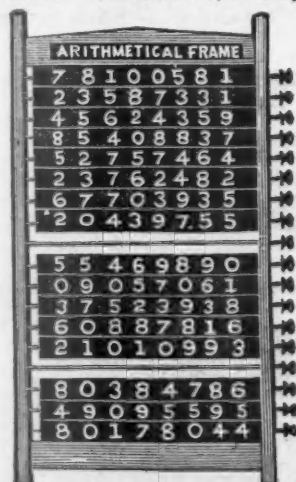
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